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matics together with books important, though miscellaneous in character.

With the increase in the number of school libraries the question of what journals to have becomes important. In the opinion of the column the following three mathematical journals meet the needs of the teachers and students in the high schools:

"The Mathematics Teacher." This journal is published by the National Council of Teachers of Mathematics at 55 Main Street, Yonkers, New York. It appears eight times a year. The subscription price is two dollars.

"The American Mathematical Monthly." This journal is the official journal of the Mathematical Association of America. It is published by the association monthly at Lancaster, Pa. The subscription price is five dollars a year.

"School Science and Mathematics." Published at Mount Morris, Ill.

The column wishes through its readers to propose and discuss problems. To get this phase of our common interests started a few problems are herewith set forth. If you are interested in them, solve them, and send your solutions directed to The Mathematics Column, THE HIGH SCHOOL JOURNAL, Chapel Hill, N. C. If they don't interest you, send in some to the column that do. It is likely they, yours, if not these, will interest some other reader. The student and teacher of mathematics are continually coming across interesting problems in all sorts of connections. Won't you give us all the fun of trying our hand on them?

Problem 1. Mary is 24 years old. Mary is twice as old as Ann was when Mary was as old as Ann is now. How old is Ann? (This is an old and famous problem, but a good one. There is a tradition that men have lost their minds over it. See what luck you can have with it.)

Problem 2. How can you make up a dollar, using fifty coins? (Two-cent pieces debarred.)

Problem 3. A farmer buys wheat at 90 cents a bushel. He sold 3-4 of it for 33 1-3 per cent gain, and the rest at a loss of \$25. How many bushels did he buy?

Problem 4. To construct a point whose distances from three fixed lines shall be proportional to three given lengths.

Problem 5. Solve for  $x$  and  $y$ :

$$\begin{aligned} xy &= x^2 - y^2 \\ x^2 + y^2 &= x^3 - y^3 \end{aligned}$$

The North Carolina Association of Teachers of Mathematics will meet at the University of North Carolina early in February. More definite announcement of the meeting will be made in our January number.

## BOOK NOTES AND REVIEWS

POR TIERRAS MEJICANAS. By Manuel Uribe-Troncoso. 179 pp. World Book Co. Yonkers-on-Hudson.

While a goodly number of excellent texts dealing with South America have been published there has been no suitable text book about our next-door neighbor, Mexico. Señor Uribe-Troncoso, a Mexican and former professor in the University of Mexico, has filled this gap in publishing *Por tierras mejicanas*. This book provides abundant information about the geography, history, agriculture and customs of Mexico and in the last chapter brings out the problems which that country is facing to-day. The volume is written in a style, clear, lucid and literary, and yet simple enough to be read in first year college or second year high school classes. There are many excellent illustrations in the text and the vocabulary is full and adequate. Included in the preface is a comprehensive bibliography which should be helpful to teacher and student alike.—Herman Staab.

REPORT OF THE SURVEY OF THE PUBLIC SCHOOL SYSTEM OF ATLANTA, GEORGIA. By the Division of Field Studies, Institute of Educational Research, Teachers College, Columbia University, New York City. Foote and Davies Co., Atlanta, Ga., 1922. Pp. XVIII+260 (Vol. I), and XIII+255 (Vol. II).

If the citizens of the city of Atlanta were desirous of having a forward-looking program for the modern development of their public schools, their hopes have been fulfilled in these two volumes. If they were hoping to have words of praise and commendation for the public school provisions they have already made, these volumes will be disappointing to them. The report gives its chief attention to the things that must be done in order to provide, for the pupils in Atlanta, a modern education under modern school conditions. What has been provided is discussed in great detail, but only for the purpose of pointing out the direction and the distance yet to be traveled. Volume I presents the building program and the data on which it is based. Volume II outlines an educational program, with its supporting data.

The building program provides for ten million dollars worth of repairs, replacements, and construction, in order to bring the present school plant to a satisfactory condition. Additional millions would be needed to provide for the growth in school population that will occur during the next few years. The specific items of needed repair and construction are indicated definitely, and the evidence is produced, not only to show these needs but also to show that Atlanta has the